

• Updates and Guidance to Title III Local Directors

Special Populations Conference Sep 22, 2014

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Goals of the Session

- Share major activities planned for the 2014/15
- Provide updates/guidance on new procedures
- Gather/ address questions and concerns
- Provide overview of technical assistance topics provided at the conference

Title III technical Assistance Sessions

- Accurate coding and reporting- MSDS session
- Title III Plan, use of data to improve AMAO outcomes.
- Student identification and placement.
- New Directors session-the basics (101).
- Providing equitable to private schools
- Guidance on ELs with suspected Disabilities.
- Leveraging state and federal funds for ELs/coordination and program evaluation.
- Best practices

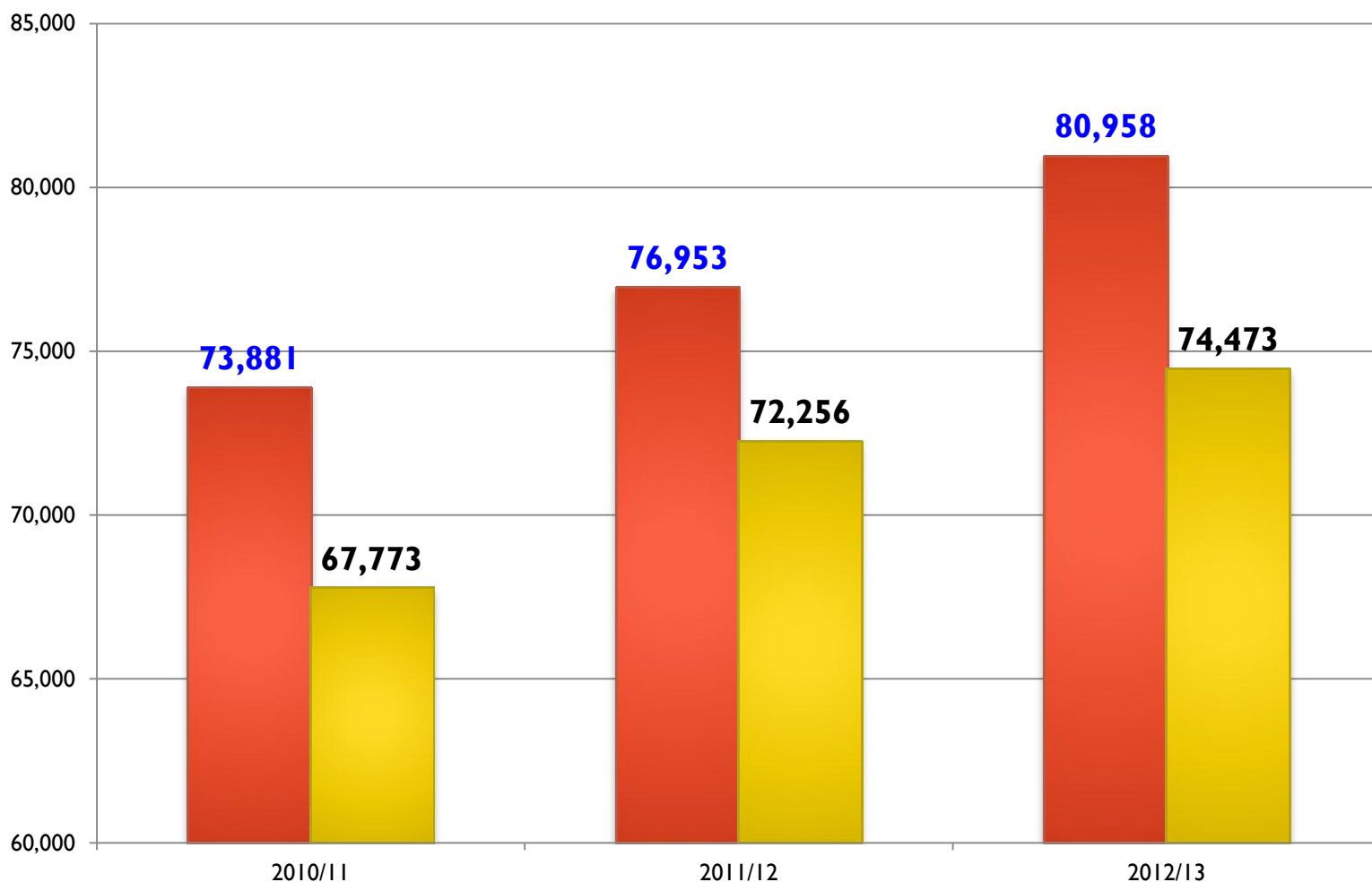


“One of the great mistakes is to judge policies and programs by their intentions rather than their results”

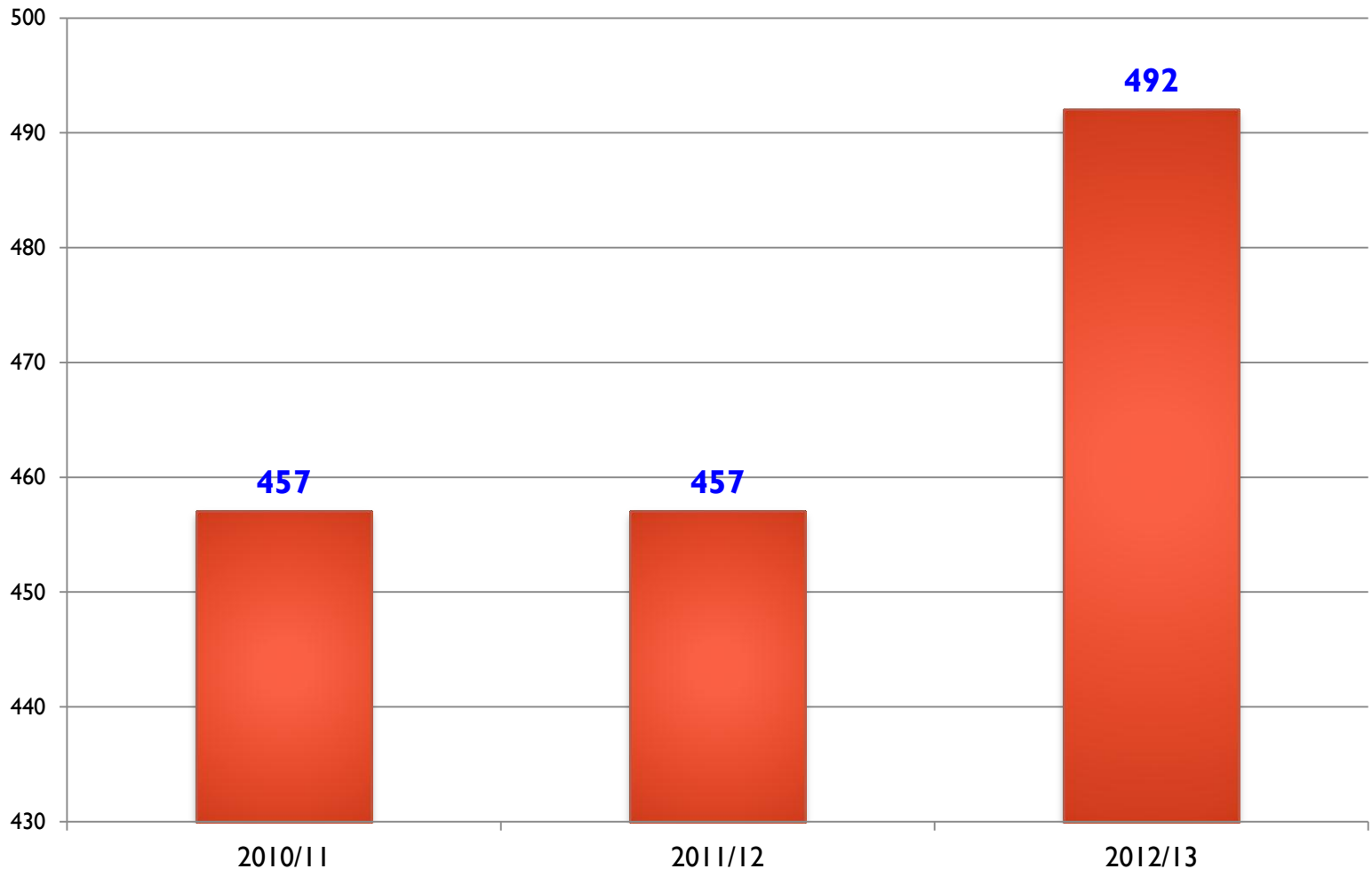
Milton Friedman

Continuous improvement

Number of ELs in MI 2011-2013



Number of Bilingual/ESL Endorsed Teachers 2011-2013



Implications

- Student to teacher ratio
- Need to double or triple number of HQ endorsed teachers
- Expand training in best practices via partnership with ISDs and among LEAs
- Locally-set aside federal funds to support seeking endorsements

Teacher Quality: MDE's Title III Professional Development Plan

- Sustain current Training of Trainers in & reunion
- Another TOT on language and literacy
- Continue training on the WIDA standards (5 days)
–formative assessment to support achieving WIDA standards: Nov 6-7, 2014
 - Unit Planning
 - Lesson planning infusing the WIDA standards
 - Differentiation of instruction
 - Collaboration
- Other? Assess need/survey the audience

Teacher Quality - CSPR

- Consolidated State Performance Report (CSPR) requires SEAs to submit data on professional development at the state and local levels
- We have sent local directors a survey annually reflecting local professional learning activities delivered in the previous year.
- Expect the survey by October 15; due date November 15, 2014

Coding LEP/ELs in MSDS

- All LEP must have an accurate instructional program code commensurate with the program type they receive:
- *Bilingual Dual-Language Instruction, Bilingual Two-Way Immersion, Transitional bilingual Instruction, Bilingual Heritage Language Instruction,*
- *English as a Second Language (ESL) Instruction,*
- *Sheltered ESL Instruction,*
- *Structured English Immersion,*
- *Content-based English as a Second Language, Newcomer*

Annual Measurable Achievement Objectives (AMAOs)

- The MDE team has selected an alternative method for calculating AMAOs for the 2013-14 school year.
- Release of results by November
- AMAO Consequences apply based on years not met (documents on website)
- All ELs will be included in the AMAOs including ELs with disabilities & students with parent waiver.
- All students must be tested with WIDA or Alternate WIDA ACCESS (*USED Guidance July 2014*)

AMAO Results

- Office of Systems Integration will display AMAO results on one of BAA's platforms
- Will include historical results for the past three years
- Will include 2013/14 results when ready
- Districts will appeal through the platform/website and upload files similar to the accountability appeals process.

Screen Shot of AMAO Results

Select search criteria

Academic Year*
2012-2013

ISD*
Wayne RESA (82000)

District*
Romulus Community Schools (82130)

Search
Reset

Search Results

2012-2013

To attain an overall AMAO status of Met for 2012-2013, AMAO I, II, and III must all be met. See details below.

Consecutive Years Report:

2 Years Met

Not Met 2010-2011 Met 2011-2012 Met 2012-2013

Districts that have an AMAO status of Not Met must comply with a [series of consequences](#) that vary depending upon the number of consecutive years the district has had an AMAO status of Not Met.

AMAO Status History

| Academic Year | AMAO Status | AMAO I | AMAO II | AMAO III |
|---------------|-------------|--------|---------|----------|
| 2012-2013 | Met | ✓ | ✓ | - |
| 2011-2012 | Met | ✓ | ✓ | - |
| 2010-2011 | Not Met | ✓ | ✓ | ✗ |

2012-2013 AMAO Details

AMAO I: Progress

| | |
|--|---------|
| Number of students included | 28 |
| Number of students that progressed | 23 |
| Percentage of students that progressed | 82.14 % |
| Target percentage for student progress | 81 % |
| State objective | ✓ |

AMAO II: Proficiency

| | |
|---|---------|
| Number of students included | 43 |
| Number of students proficient | 17 |
| Percentage of students proficient | 39.53 % |
| Target percentage for students proficient | 20 % |
| State objective | ✓ |

AMAO IV: Participation

| | |
|--|---------|
| Number of students included | 58 |
| Number of students that participated | 43 |
| Percentage of students that participated | 74.14 % |
| Target percentage for participation | 95 % |
| State objective | ✗ |

AMAO III: Scorecard Status for English Learner Student Subgroup

| | Overall | Reading | Mathematics |
|-----------------|---------|---------|-------------|
| AMAO III Status | N / A | - | - |
| Proficiency | - | - | - |
| Participation | - | - | - |
| Graduation | - | - | - |

Appeal
Download Student Information

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Section 41 Bilingual Education

- Mark all eligible students in MSDS using the applicable Language Instructional Program Code (LIPC) accurately. Read definitions please.
- Bilingual program models include the following four MSDS LIPCs only:
 - Bilingual Dual-Language Instruction (05)
 - Bilingual Two-Way Immersion (06)
 - Transitional Bilingual Instruction (07)
 - Bilingual Heritage Language Instruction (08)

Section 41 Bilingual Education:

- Section 41 student count will be aggregated by MDE and provided to grant applicants.
- LEAs **must** use the MDE-provided data when entering counts in their Section 41 MEGS+ application (total count and model). LEAs should request funding **only** for students receiving daily bilingual instruction from a certified teacher who holds a bilingual endorsement.
- Program description with measurable objectives, strategies and activities
- Submit an annual short report and program evaluation every three years.
- MDE will monitor LEAs to ensure that the LIPC counts entered into MSDS are accurate and that services are provided as described in the application.

Title III application

- Determined a new method: allocating early and approving at least 50% of the funds as long as allocation is \$18,000 or higher.
- Remember- LEAs must have a Title III plan for ELs in the DIP; Consortia must have a consortium plan in consultation with consortium members.
- Budget must align with the plan, and reflected at the activity level.
- Review is done collaboratively between regional consultant and EL/Title III team; manager coaches and provides guidance.

Title III Immigrant student: definition

- Exchange students who qualify as LEP must take the annual WIDA assessment. ***Are they immigrants?***
- Under federal law, a student must meet the following three criteria in order to be considered immigrant:
 - *Age 3 through 21; **and***
 - *Not born in any U.S. State or Puerto Rico; **and** has not attended one or more schools in any one or more U.S. States for more than 3 full academic years. The “3 full academic years” are **cumulative** and the LEA’s are responsible for tracking cumulative time a student has attended US schools.*

EL with Suspected Disabilities Guidance

- Due to MI's needs, and in collaboration with GLCC, a team of the EL Advisory Committee developed the guidance
- Will review its sections and seek your feedback at a special conference session
- USED guidance on assessing ELs with disabilities on state ELP assessment will be posted with conference sessions on our website

www.michigan.gov/ofs

Revised Timeline for exiting ELs on MSDS

Districts must use the process below for ELs eligible to be exited based on previous year's test scores. Doing so **will not** require the student to be assessed on the 2015 WIDA ACCESS for ELs.

When: once the new school year SRM Collection opens: SRM 'as of date' **MUST** be between fall re-open date & before the Fall Count Day (i.e. between Sep 23-30)

The LEP Exit Date **MUST** be **on or before June 30th** of prior school year in which student tested proficient

Exit reason = 50 (proficient) based on the MDE's Entrance/Exit Protocol.

Correcting False LEP

- Creating process where LEAs submit an appeal request for incorrectly reported/coded LEP to be reviewed by OFS and OESRA (mid May-early June)
- Once approved, OFS submits list of students to CEPI who will remove the “LEP flag” within MSDS to prevent carrying LEP forward
- Historical LEP information is maintained due to previous reporting to USED
- Students **will not** be tested on WIDA thereafter
- Students will be coded as FLEP for 2 year but will not be counted as LEP for reporting or accountability purposes.

The MDE Program Evaluation Tool

- Required by all schools (PA25).
- Required by all LEAs funded by federal grants (ESEA).
- Coordinate programs and select **one** initiative that would make the greatest impact on student achievement or narrow/close the achievement gaps.
- Districts/schools are to submit **one** MDE Evaluation in the ASSIST by June 30, 2015 and annually thereafter.
- The MDE Evaluation Tool been assigned to all schools and districts in the ASSIST in mid September, 2014
- An eblast from Deputy Superintendent was sent to all LEAs on September 18, 2014.

31a 'AT Risk' Pupils --funds

- Legislation has been revised with much flexibility
- Purpose: To ensure that pupils are proficient in reading by the end of grade 3 and that high school graduates are career and college ready.
- English learners are included even if local/state assessments are unavailable
- Include plan in the DIP/SIP
- Identify students using worksheets
- Code at risk students in MSDS
- Accountable toward 3rd grade in 2014/15 and CCSS (11th grade) in three years
- All documents posted at www.michigan.gov/ofs then select 31a 'at risk.'

Survey regarding Professional Development

- In collaboration with Great Lakes Comprehensive Center, the Title III team is conducting a statewide Title III program evaluation
- Examine impact on student achievement
- Disaggregate the information based on professional learning opportunities
- ***Please complete the survey and return to me***

Questions/ Suggestions

